

**Gender and  
Environment:  
Planning for a Better  
Future**

**A Workshop Report**

**April 21-25, 1998  
Lweza, Uganda**

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**A Workshop Report  
April 21-25, 1998, Lweza, Uganda**

by

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## ACRONYMS

AFR	Africa Bureau, USAID
CAO	Chief Administrative Officer
DCDO	District Community Development Officer
DEO	District Environment Officer
DGO	District Gender Officer
EAPF	Environment Assessment and Planning Framework
G/WID	Office of Women in Development/USAID
ICIPE	International Centre for Insect Physiology and Ecology
IRDNC	Integrated Rural Development and Nature Conservation (Namibia)
LC	Local Council
LGDP	Local Government Decentralized Planning
NEMA	National Environment Management Authority
NES	National Environment Stakeholders
SWOT	Strengths, Weaknesses, Opportunities and Threats
WID <i>Strat</i>	WID Strategies and Technical Assistance
WIDTECH	Women in Development Technical Assistance





“We understand gender, environmental assessment, and the local government planning process and how these issues meet.... There are data gaps which need to be filled to help us in taking a decision, because if a decision is taken without concrete facts, that decision is not realistic and eventual implementation becomes exceedingly difficult.”

Remarks of Asa Kule Musinguzi, District Environment Officer, Kasese District, speaking for the Workshop participants.

## CHAPTER ONE WORKSHOP BACKGROUND

### NEEDS ASSESSMENT

#### USAID Interests and Assessment

In mid-1996, staff from G/WID, WIDTECH, WIDStrat, the Environment Bureau, and the African Regional Bureau met to discuss the possibility of holding a regional workshop to bring together stakeholders working in environment and gender. Several themes and sites were considered, followed by a needs assessment to USAID Missions in East and Southern Africa. The group also reviewed the Missions' strategic objectives relating to the environment and country national environment action plans. From these activities, the group proposed that the workshop address the integration of gender in environmental planning under circumstances encouraging strong community participation.

In November 1997, Nancy Diamond, a WIDTECH consultant, spent three weeks in Uganda to assess interest. With USAID/Kampala and the National Environment Management Authority (NEMA), Ms. Diamond proposed a five-day workshop focusing on the work of district-level officers—specifically, district environment officers (DEOs) and district gender officers (DGOs) or district community development officers (DCDOs), and district or national nongovernmental organizations (NGOs).

#### Uganda Situation and Interests

Uganda's policies are particularly favorable for the integration of gender considerations into environmental planning, and this approach is supported by USAID/Kampala's Strategic Objective (SO) 2.

*USAID/Kampala.* SO 2 calls for "critical ecosystems conserved to sustain biological diversity and enhance benefits to society." Among the anticipated results for SO 2, three were addressed by the workshop:

- Reduced external pressure on targeted areas resulting from increased reliance of local communities on sustainable natural resource management facilities;
- Strengthened subnational environmental management institutions; and
- Increased public awareness of the importance of conservation and sound natural resource management.

USAID/Kampala's SO 2 program supports SO 1, economic enhancement, and SO 5, democracy and governance—building subnational capacity for community participation in management of natural resources. An innovative project funded by USAID/Kampala combines concern for the environment with the prospect of income generation. The project supports the production by women of sheanut butter, an edible oil that also is used in skin creams. Production of sheanut butter is more environmentally friendly than the production of charcoal, which is done by men. USAID/Kampala also funds the Grants Management Unit to solicit, assist, screen, and award grants to NGO national resource management projects based in communities.

*Environment.* Uganda's National Environment Action Plan, adopted in 1995, makes a strong commitment to addressing environmental problems and to sustainable development in a comprehensive manner. The Plan also argues for participatory approaches to environmental planning and the integration of gender analysis. NEMA is charged with helping formulate national environment policies and providing guidance in implementation, including environmental impact assessment, environmental education, and training and support of DEOs. With World Bank funding, NEMA is providing capacity building, including human resource and physical resource procurement and small grants, to six pilot districts: Arua, Mbale, Mbarara, Kabale, Kasese, and Tororo.

*Gender.* Uganda has a Ministry of Gender and Community Development that has received significant Presidential support. The Ministry has conducted gender training in a number of districts and for different government agencies. Although many DEOs, DGOs, and DCDOs had received gender training from the Ministry, there were limited working partnerships between them. This situation has hindered the full integration of gender into environmental planning.

*Decentralization.* Since 1993 and the passage of the local government statute in 1996, Uganda has undertaken substantial decentralization of government services. Each of Uganda's 45 districts has local councils (LCs). The local-level council is LC5 at the district level. Below the district level are village (LC1), parish (LC2), subcounty (LC3), and county (LC4) levels. One-third of the members of each LC are required to be women. Expenditures of all local tax revenues and a substantial portion of national revenues are to be decided at the district or lower levels of governance. The decentralization program is ambitious. At the time of the workshop, the procedures for and predictability of local and national funding were still developing.

*Role of the District Environment Officer.* District-level officers are no longer appointed by their respective ministries, but by their LC5. These officers are both potential collaborators and competitors for decentralized funding. In this environment, the DEO's environment responsibilities are widespread and demanding. He or she works with local councils (from LC1 to LC5) to develop environmental strategies and proposals based on participatory rural appraisals (PRAs) at the village level conducted in collaboration with DCDOs. These proposals are considered at the appropriate LC level for local funding, by the NEMA small projects fund or by USAID funds through the Grants Management Unit. DEOs do an environmental assessment of each part of the district development plan as developed by

district-level officers and the LC5. They conduct environmental assessments of any new projects—private, public, or nonprofit. DEOs also promote environmental education. Because of their multiple and varied constituencies, both NEMA and the DEOs urged that advocacy training be included in the workshop.

## WORKSHOP PREPARATION

### Planning Process

In January 1998, Hilary Sims Feldstein, WIDTECH Training Specialist, visited Uganda for two weeks to work with May Sengendo of the Women's Studies Department, Makerere University, and local agencies in planning the workshop. The team met with district officers in two districts to better understand their decision-making authority and structures, to seek their input to the workshop program, and to initiate the development of case material for each district. Discussions with district officers reinforced our view that the workshop should focus on *integrating* gender into environmental planning rather than on gender interests alone.

At the instigation of WIDTECH, NEMA hosted a planning group of key agencies<sup>1</sup> that met every two or three weeks to discuss the progress of the workshop and make suggestions for its improvement. The group helped select the NGO participants and provided a forum for discussion of the content and exercises of the workshop as prepared by the training team.

### Case Studies

May Sengendo, the WIDTECH consultant for the workshop, undertook field visits to five of NEMA's six pilot districts to collect material for case studies for the workshop and to elicit the views of DEOs and DGOs or DCDOs on what to include in the workshop program.

### Notebook

Naomi Muhangazi, a WIDTECH consultant who is also a senior trainer for the Ministry of Agriculture and the chair of the Association of Uganda Professional Women in Agriculture and the Environment (AUPWAE), compiled a notebook of resources for participants. These resources included:

- Articles on gender and the environment: links to specific natural resource management sectors;

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<sup>1</sup> The planning committee included Charles Akol, Emmy Beraho, and Harriet Iga, NEMA; Nightingale Nantamu, USAID/Kampala; Jane Kisake, Grants Management Unit; May Sengendo, WIDTECH Consultant and Lecturer, Women Studies Department, Makerere University; and Naomi Muhangazi, Chair, AUPWAE. For a time, the Ministry of Gender sent a representative, but the demands of a ministerial reorganization ended their participation.

- Abstracts of books on gender and environment found in different libraries in Kampala;
- Documents on women and the environment from the Fourth World Conference of Women in Beijing and a Ugandan assessment;
- NEMA local-level planning guidelines;
- Methods for data collection that focus on learning from women and gender-sensitive participatory rural appraisal; and
- Examples of low-cost natural resource management techniques.

## Integrating Framework

A primary element of the workshop was to integrate gender into an environmental planning framework. With the agreement of NEMA, we used a modified version of an environmental impact assessment model widely used in assessing new projects as an Environmental Assessment and Planning Framework (EAPF) into which gender issues were integrated.

## Public Awareness

*NatureWatch*. On the last Friday of every month, the East African Wild Life Society of Uganda (EAWLS) publishes a four-page newspaper on environmental issues, *NatureWatch*, which is inserted into *New Vision* newspaper. WIDTECH sponsored the March 27, 1998, issue of *NatureWatch*, which went to *New Vision* readers (36,000), 2,000 schools (8,000), EAWLS members (500), government organizations and NGOs (1,500), and the workshop participants for redistribution (4,000). This insert focused on gender and the environment. The text included a definition of gender analysis and the links between gender and environment (see box); examples from Uganda, where gender has been taken into account; and opinions from leading political figures in support of linking the two. *NatureWatch* also announced the upcoming

“What is Gender? Gender is not just another word for women; gender refers to the way societies define different roles, rights, and responsibilities for women and men. Gender-based roles, rights, and responsibilities can be flexible and are often adjusted. This issue of *NatureWatch* includes articles on gender and understanding the roles of both women and men in environmental planning. It also includes articles that speak mainly on women’s activities on behalf of the environment. Women’s work is often invisible, and it is important to show that women are actively engaged in sustaining and improving the resources around them.

- To meet household or national economic needs;
- To respond to the availability of new technologies;
- To take advantage of new opportunities created by policy or politics; and
- To adapt to seasonal production patterns.”

*NatureWatch*, March 27, 1998

workshop (not as an open event), generating almost 50 requests for attendance, none of which could be met.

*Media.* An important vehicle for communicating policy are news stories on radio and television and in the newspaper. WIDTECH made arrangements with national officials for the opening and closing ceremonies to be recorded, and excerpts were later shown on television generating a new list of interested participants for future workshops.

*Endorsement by Senior Officials.* The workshop was formally opened by Under-secretary George Mugabi, speaking for the Minister of State for Natural Resources, Baguma Isoke; Deputy Executive Director of NEMA, Dr. Aryamanya Mugisha; Nightingale Nantamu for Daniel Moore, head of Environment section for USAID/Kampala; and Hilary Sims Feldstein for WIDTECH and the USAID Office for Women in Development (G/WID).

## Regional Representation

USAID Missions in Nairobi and Windhoek were invited to nominate people working with gender-sensitive community-based environment projects to attend the workshop. Two representatives from Namibia's Integrated Rural Development and Nature Conservation (IRDNC) program and one representative from Kenya's Ministry of Agriculture in Trans-Nzoia District attended the workshop.

## PARTICIPANTS

Thirty-three participants attended the workshop, of which 61 percent were women. Participants included DEOs, DGOs or DCDOs, and representatives from NGOs from the NEMA's six pilot districts. Three additional DEOs (Busia, Masaka, and Masindi), all women, were invited in line with the provision for affirmative action in Uganda's constitution. Also represented were national NGOs (3), NEMA (3), USAID/Kampala (2), and the Namibian and Kenyan participants (see Annex 2).

## WORKSHOP OBJECTIVES

The objectives of the workshop were:

- To share best practices in strategies and planning tools for integrating gender into environmental planning so that the environment is maintained or restored and benefits the people living in it;
- To improve the ability of district staff to understand, prioritize, advocate, and access resources for environment and gender issues and serve as a model for other community based environment and gender training in Uganda and elsewhere in the region; and

- To foster networking (district-wide, district-to-district and national, and regional) among district-level planning officers and NGOs working on environment and gender issues at the local, national, and regional levels.

## CHAPTER TWO

### PROGRAM HIGHLIGHTS: ENVIRONMENTAL PLANNING AND ASSESSMENT THAT INTEGRATES GENDER

#### ENVIRONMENTAL ASSESSMENT AND PLANNING FRAMEWORK

The workshop began with an interactive presentation of an Environmental Assessment Planning and Framework that participants could use to assess how and by whom natural resources are being used, to understand how to plan for improved use, and to determine the associated environmental and social impacts. The term “natural resources” is inclusive: soil, water, air, vegetation, animals, and the environments of which they are a part, whether a farmer’s field, a rural or urban community water system, or a nature preserve. The framework outlines steps to follow to collect and analyze social and biophysical data to determine:

- Who uses resources and how;
- Who/what is affected by the resource use and how; and
- Who decides who can use resources and how they can use them.

The first step is to understand how current resource use affects the resources and community members. Then planners and community members can begin to identify through an analytic process what they gain and what they lose from any current or proposed use of their resources. This approach enables them to choose to use their resources in economically and environmentally sustainable ways. Gender analysis provides a more complete understanding of who gains and who loses from current or new activities, and enables communities to find equitable and socially sustainable ways to use their resources.

The framework presented is a modified version of the environment impact assessment models used to assess the likely environmental impacts of a proposed project—for example, a new factory or a new park. The modified Environmental Assessment and Planning Framework is more applicable to assisting communities to identify how they now use their own resources—especially land, water, and trees—and to find more sustainable ways to use them. The discussion highlighted for the assessment process how and when to collect gender-disaggregated data, what kind of data to collect, and why these data are necessary to understand fully the different impacts of different ways of managing natural resources. The discussion emphasized the need to involve communities and stakeholders, women as well as men, in all stages of resource use planning. A fuller discussion of the Environmental Assessment and Planning Framework is in Annex 3.

## Integrating Gender Through Gender Analysis and a Case Study

Most training on gender or environment is done in separate workshops or classrooms. A means of integrating the two is the use of a problem-solving case study. “Bitter water in Arongo Village,” the case that was used, describes a particular environmental situation—the landscape, soil degradation, water pollution, and sources and uses of water. The case also describes, separately, the roles, resources, and responsibilities of men, women, and children.<sup>2</sup> The case was accompanied by gender and environment worksheets that integrate gender with the Environmental Assessment and Planning Framework (see Annex 4).

With these materials, participants analyzed the case and suggested the impacts of present conditions and the likely effects from proposed solutions to improving the water reservoir in Arongo Village. This included identifying:

- The roles of men, women, and children;
- The beneficiaries and losers in the current situation;
- Possible solutions to the environmental problems;
- Whose cooperation is needed for each plan to succeed; and
- Who benefits or loses by each plan.

## Emphasizing Participation

Building Bridges is a game that illustrates the value of including all stakeholders from the beginning in planning. The game pitted two teams of participants (NT and T) in a race to build a bridge from children’s building blocks. Each team was subdivided into three subgroups. Each subgroup had instructions about its needs that the bridge had to fulfill, a set of building blocks, and an hour to design its bridge. Each team’s bridge had to include all the building blocks of each subgroup. During the race itself, no one was allowed to talk.

On the NT team (for No Talk), only two of the three subgroups could talk to each other during the design stage. Thus, they designed a bridge without the third subgroup’s input. During the race, the NT’s subgroups kept dismantling one another’s efforts to meet their own needs. On the T team (for Talk), all the subgroups were allowed to talk to one another to design the bridge. In the race, the T team quickly completed its bridge and won the prize. At the end of the race, the NT team expressed frustration at the lack of communication when trying to design and build the bridge. The T team was able to have a thorough discussion before the race and quickly build a bridge that met everyone’s needs.

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<sup>2</sup> “Bitter water in Arongo Village” is based on *People, Property, Poverty and Parks: Story of Men, Women, Water and Trees at Pwani* by Dianne Rocheleau, Karen I. Schofield, and J. Njoki Mbuti. ECOGEN Case Study Series. 1991. Worcester, Mass: Clark University. The names and many of the characteristics have been modified, but the writer is indebted to their research and writing for the structure of this case.

Participants referred back to the Bridge Building exercise throughout the workshop. It was a tangible example of the benefits of involving all stakeholders in a participatory process from the beginning, to identify and plan how to use their resources.

### **Bringing It Back Home: Integration of the Local Government Decentralized Planning Guidelines, the Environmental Assessment and Planning Framework, and Gender**

The Environmental Assessment and Planning Framework was stimulating to participants, providing good tools for analytic assessment of current and proposed environmental practices and projects and their future effects. The challenge was to integrate the analytic steps of the Environmental Assessment and Planning Framework with the local government decentralized planning process used for reporting environmental planning at the district level.<sup>3</sup> These guidelines are for reporting all plans in all sectors, not just those for the environment. Participants and trainers worked to integrate the two using the Environmental Assessment and Planning Framework to provide more detailed analytic tasks for the local government decentralized planning guidelines. Participants then placed gender-related questions into the combined framework. Specific gender questions related to the different stages of the combined framework are shown in Table 1.

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<sup>3</sup> Guidelines to Decentralized Planning for Local Government.

**Table 1: Linking with Stakeholders: The Local Government Planning Process, Environmental Assessment and Planning Framework, and Gender**

Seven Steps in Local Government Development Planning Process	Analytic Tasks of the Environmental Assessment and Planning Framework (gender questions are indicated in italics)
<p><b>1. Where are we now?</b></p> <ul style="list-style-type: none"> <li>▪ Collect and analyze data</li> <li>▪ Identify issues</li> <li>▪ Determine opportunities and constraints</li> <li>▪ Define issues</li> </ul>	<p><b>Initiate assessment and planning with a scoping study—i.e., identify stakeholders and determine major issues</b></p> <ul style="list-style-type: none"> <li>▪ Establish a common understanding in the community about the process to be followed</li> <li>▪ <i>Identify who uses resources and how, and who is affected by resource use</i></li> <li>▪ Identify obvious major resource use patterns and associated impacts</li> <li>▪ Identify who are the direct and indirect stakeholders (as users, actors, or those impacted by) and current and proposed environmental actions</li> <li>▪ Solicit community's perspectives of major resource uses and impacts; <i>what are women's and men's interests with respect to natural resources? Are they the same or different?</i></li> <li>▪ Establish an expectation of how the community, regulators, and decision makers will provide input to the assessment</li> <li>▪ <i>Whose views are sought and listened to about current impacts? Are both women and men included? Are there NGOs relevant to the issue, and do they represent women or men or both?</i></li> </ul> <p><b>Collect physical and social baseline data</b></p> <ul style="list-style-type: none"> <li>▪ Determine the physical resources being used or affected in the area (surface water, groundwater, forests, soil, etc.)? Where are they? <i>Who is identifying the resources? Are both men and women involved in locating the resources they each use?</i></li> <li>▪ <i>Who knows about the resources, their seasonality, their uses, their history?</i></li> <li>▪ What is the biophysical condition of the resources; what is their quality? Quantify where possible (number of hectares, index of water quality)</li> <li>▪ <i>The social conditions — who uses the resources? When? How?</i></li> <li>▪ <i>What are the activity patterns of men, women, and children to identify opportunity costs of different people's time?</i></li> <li>▪ <i>Who decides who can use resources and how they can be used?</i></li> <li>▪ What are the relevant institutional regulations and regulatory/monitoring responsibilities; <i>do the regulations provide preferred access or establish constraints to access for certain groups?</i></li> </ul> <p>The Gender Analysis Framework can help in collecting and organizing these data</p> <p><b>Identify and quantify or describe biophysical and social impacts of current or proposed resource use</b></p> <ul style="list-style-type: none"> <li>▪ What are the impacts of the current or proposed resource uses?</li> <li>▪ <i>What effects do men's and women's activities have on resources?</i></li> <li>▪ Over what area are people or other resources likely to be affected?</li> <li>▪ <i>What effects are there on men and women with current and proposed use of the resources?</i></li> <li>▪ When (over what time period) will they be affected? Is it seasonal? Increasing steadily over time? <i>How will this differ for men? Women? Other groups?</i></li> <li>▪ <i>How does the impact affect women? Men? Other groups?</i></li> <li>▪ What is the likelihood or chance that each impact will occur?</li> </ul> <p>Data gathered with the Gender Analysis Framework are key to understanding who is affected and how</p>

Table 1—continued

	<p><b>Compare benefits and costs</b></p> <ul style="list-style-type: none"> <li>▪ Consider the social, environmental, and financial benefits and costs to understand fully the tradeoffs for each current or proposed use of resources. Consider the costs or benefits to domestic and wild animals as an index to the health of the ecosystem</li> <li>▪ What are the gains/benefits or losses/costs from the current or proposed resource use?</li> <li>▪ <i>Who wins or benefits from each current or proposed resource use? Do men and women benefit differently?</i></li> <li>▪ <i>Who loses or bears more cost of current or proposed resource use?</i></li> </ul> <p>Knowing who are the winners and losers is critical to preventing or overcoming potential resistance to more sustainable ways to use resources and in designing an appropriate advocacy program</p>
<p><b>2. Where do we want to go?</b></p> <ul style="list-style-type: none"> <li>▪ Setting objectives</li> </ul>	<p><b>Set priorities among problems</b></p> <ul style="list-style-type: none"> <li>▪ Based on an assessment of <i>how different stakeholders are affected</i>, decide what <u>problems</u> should be solved</li> <li>▪ Determining where to go is a two-step process: set objectives (2.1), then identify how to achieve them (2.2)</li> <li>▪ After comparing benefits and costs of how resources are being or will be used and who benefits or pays the cost of resource use, prioritize which problems or objectives to address. General kinds of objectives are:             <ul style="list-style-type: none"> <li>- Change activities that cause impacts that cost more than the benefits of the resource</li> <li>- Improve current economic or other activities to be more sustainable and raise living standards</li> <li>- Develop new, more sustainable ways to use resources</li> </ul> </li> <li>▪ State the <u>problem</u> (e.g., “there is not enough clean water”) separately from the solution (e.g., “build water wells to provide clean water”), so that several solutions can be considered             <ul style="list-style-type: none"> <li>- <i>Who is involved in setting priorities? Is care taken to ensure women’s voices are heard in the public domain? Who makes the decision about resource uses?</i></li> <li>- Decide what do we want to get from our resources</li> <li>- Based on an assessment of how different resources <i>and different stakeholders</i> are affected, decide what <u>problems</u> should be solved</li> </ul> </li> </ul> <p><b>Consider options to lower negative impacts</b></p> <ul style="list-style-type: none"> <li>▪ What is the best approach for solving identified or chosen problems or meeting chosen objectives for addressing negative impacts?             <ul style="list-style-type: none"> <li>- Proceed—i.e., ignore the impact; do nothing to change the activity, and incur the associated cost</li> <li>- Compensate—proceed with the action, incur the cost, and compensate the losers</li> <li>- Mitigate—take steps to lower the effects of the impact or decrease the impact itself</li> <li>- Change—modify the current or proposed activity to achieve the same goal at lower net cost</li> <li>- Stop—if the costs are too high, stop or do not do the current or proposed activity</li> </ul> </li> <li>▪ <i>Who is involved in suggesting and discussing options?</i> <ul style="list-style-type: none"> <li>- Consider the costs and benefits of each approach? Which approach is most cost-effective?</li> <li>- <i>Consider for each option whose objectives are being met, and who will benefit or lose?</i></li> </ul> </li> </ul> <p>To ensure the proposed resource uses are sustainable, planners and communities will consider costs and benefits to marginalized stakeholders as well as to more vocal and visible stakeholders</p>
<p><b>3. How do we get there?</b></p> <ul style="list-style-type: none"> <li>▪ Strategy design—i.e., creating solutions to priority problems</li> </ul>	<p><b>Consider feasibility and constraints of each option</b></p> <ul style="list-style-type: none"> <li>▪ Consider options—i.e., specific activities to achieve the objectives and strategy chosen. Determine by when, <i>by whom</i>, and in what order they should be done.</li> <li>▪ In assessing and comparing the options, consider for each:             <ul style="list-style-type: none"> <li>- <i>Do the plans for implementation match men’s and women’s respective time and resource availability?</i></li> </ul> </li> </ul>

Table 1—continued

	<ul style="list-style-type: none"> <li>- <i>Do the costs borne by men and women match the likelihood of receiving direct benefits?</i></li> <li>- Are there constraints to implementation? Constraints can be:             <ul style="list-style-type: none"> <li>• Institutional (inappropriate or insufficient regulations or resources; <i>absence of property rights, especially for women, may reduce their incentives for conservation measures; corruption</i>)</li> <li>• Financial (inadequate funding, <i>mistaken assumption that women's time or opportunity cost is zero and they will contribute free time to environmental programs</i>)</li> <li>• Technical (insufficient or inappropriate technical knowledge or resources; <i>men and women may have different kinds of information, skill development, and access to different equipment or other resources</i>)</li> <li>• Informational (stakeholders are not informed of their options? <i>Women may not know their rights. Men and women may have different ways of learning information</i>)</li> </ul> </li> </ul> <p>Which constraints can be removed most readily? Using Gender Analysis in the scoping study and collection of biophysical and social data will help to answer these questions</p> <p><b>Prepare an action plan</b></p> <ul style="list-style-type: none"> <li>▪ Detail an implementation plan that will pass the test of feasibility</li> <li>▪ <i>Who will change the way resources will be used? Who will do what work?</i></li> <li>▪ Provide opportunities for later review and adjustment. <i>Ensure both men and women are part of the review. The Gender Analysis Matrix can be used for this process.</i></li> </ul>
<p><b>4. Getting there</b></p> <ul style="list-style-type: none"> <li>▪ Implementation</li> </ul>	<p><b>Implement the action plan</b></p> <ul style="list-style-type: none"> <li>▪ Flexibility for adapting to the unexpected is important</li> <li>▪ <i>Who is actually doing the work? Who is in charge?</i></li> <li>▪ Are the plans being implemented?</li> <li>▪ <i>Are both women and men consulted throughout implementation?</i></li> <li>▪ <i>Who is actually benefiting and who is bearing the cost of the changes?</i></li> </ul>
<p><b>5. How are we progressing?</b></p> <ul style="list-style-type: none"> <li>▪ Monitoring</li> </ul>	<p><b>Monitor plan to measure what really happens</b></p> <ul style="list-style-type: none"> <li>▪ Identify what is to be measured, how, when, and by <i>whom</i>?             <ul style="list-style-type: none"> <li>- Identify data to measure impact on the resources affected by the plan</li> <li>- Identify data to measure impacts on <i>the people affected by the plan</i></li> <li>- Identify data to measure progress and/or constraints in implementing the plan</li> </ul> </li> <li>▪ <i>Who decides what data to collect?</i></li> <li>▪ <i>Who will collect and analyze the data?</i></li> <li>▪ <i>To whom will the data and analysis be reported?</i></li> <li>▪ <i>Who is in charge of managing the information? Is it accessible to men and women community members and users?</i></li> <li>▪ <i>Are the activities, impacts, and/or constraints of both women and men being separately collected and analyzed?</i></li> </ul>
<p><b>6. How did we do?</b></p> <ul style="list-style-type: none"> <li>▪ Evaluation and review</li> </ul>	<p><b>Evaluate the results</b></p> <ul style="list-style-type: none"> <li>▪ What have been the actual impacts <i>and their consequences for various stakeholders?</i></li> <li>▪ <i>Who is doing the evaluation? To whom is the evaluation being reported?</i></li> <li>▪ What constraints emerged? <i>Who was affected? How were these overcome?</i></li> <li>▪ <i>Is information on the positive and negative impacts for both women and men being collected?</i></li> </ul>

## PRESENTATIONS FROM KENYA AND NAMIBIA

The regional participants from Kenya and Namibia presented their case studies, as described below.

### **Gender and Integrated Pest Management in Trans Nzoia District, Kenya**

Dorothy Wanyama, Ministry of Agriculture, Kenya, presented a case on integrated pest management and how the absence of good gender analysis and faulty assumptions led to low overall participation in on-farm trials. A major pest of maize is the stemborer, which can be controlled by companion planting of Napier grass or molasses grass. The International Centre for Insect Physiology and Ecology (ICIPE) wanted to test this technique in Trans Nzoia District, and ICIPE required that the on-farm trials be participatory and gender sensitive. Consequently, 50 percent of the farms chosen were those owned by female heads of household or were female-managed farms. A baseline survey and work with farmers revealed the following:

- Both men and women have access to land, but men control it.
- Female heads of household or female-managed farms had larger farms and more workers, but control remained with men. Where the women were asked to participate, some did not because the absent male or his surrogate decided whether the experiments could be done on the farm. In essence, many decisions were made by men who had not been introduced to the reasons for and methods of the experiment. In some cases, men refused and the trial was terminated.

The experience of this project led to an awareness in the Trans Nzoia District by the Ministry of Agriculture that gender analysis training would be useful to all its scientists. In subsequent experimentation on research planning, scientists would better understand who does what and would be able to identify all the parties with whom researchers should collaborate.

### **Integrated Rural Development and Nature Conservation (IRDNC), Namibia**

This case presented by Anna Davis, Project Manager, and Lina Kaisumia, Community Activator for IRDNC, demonstrates how strengthening the roles of women with respect to natural resource management resulted in good planning and additional benefits to their communities. Since 1983, IRDNC has been working with communities in Kunene and Caprivi regions of Namibia on environmental issues, principally through community gameguards. Namibia's 1996 legislation allows rural communities to form their own wildlife and nature resource conservancies. Since 1996, IRDNC has focused on helping communities to do this, supporting 130 rural community workers employed by local community structures. IRDNC is committed to involving women in natural resource management but found in most communities that women were not on the local conservation committees that distributed wildlife revenues and engaged in land use planning.

In Caprivi, IRDNC initiated a community resource monitor network through which women are involved in the management of natural resources. They map natural resources, spot areas that are not used sustainably, and give information on the best way to reduce unsustainable use of natural resources. Their strengthened presence in the community has led to working on other issues such as alcohol for children and the loss of local knowledge.

In Kunene, local women as community activators were charged to help establish conservancies. Through the use of household visits, surveys, and public meetings, more women are given access to information and the opportunity to participate in local decision making. Most successful strategies for involving women were (1) timing of meetings and training sessions, (2) participatory techniques, (3) role plays as an alternative to public speakers, (4) exchange visits to increase networking and individual participant's knowledge, and (5) collection and mapping of social and resource data.

## **ADVOCACY PLANNING**

Advocacy is a useful skill for district-level officers. They must advocate for the environment, for local funding, for policies, for proposals from communities, for including gender interests, and as educators on environmental issues.

Advocacy planning, like environmental assessment and planning or gender analysis, involves a set of steps and analytic questions. In addition to discussion about advocacy, the ideas and analytic approaches of the first three days of the workshop were reinforced by the day spent on advocacy.

Advocacy requires having a vision and mission. Groups of people in the same position (DEOs, DGOs and DCDOs, and NGOs) each created a vision and mission statement, which grounded them in their own work and their opportunities for advocacy. Further steps to prepare for advocacy are summarized below and detailed in Annex 5:

- Understanding the problems—that is, understanding different points of view, gaining information, and undertaking problem analysis;
- Setting objectives;
- Doing a reality check through an analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis);
- Conducting a stakeholder analysis;
- Identifying the opposition;
- Mapping the power structure to identify key decision makers and points of influence; and
- Deciding whom to target and preparing suitable messages.

## **GENDER-SENSITIVE PARTICIPATORY RESEARCH**

Uganda's decentralization program requires that planners and communities work together to investigate, analyze, plan, and evaluate opportunities and constraints that are required to improve the use of natural resources. Community participation can mask internal differentiation unless it is explicitly considered. In this session, participants practiced three different participatory methods for involving the community in its own analysis, keeping visible the roles of and impacts on men, women, and children with respect to environmental planning. The three exercises, which are described in Annex 6, were:

- The Gender Analysis Matrix;
- The Venn Diagram; and
- Resources and benefits analysis: resource mapping.

## **DISTRICT PLANNING EXERCISE**

The six district teams (Aura, Kabale, Kasese, Mbale, Masaka, and Tororo) assisted by other participants each developed their own cases. They began by identifying a particular problem—including water pollution, fuelwood supply and/or deforestation, and garbage. They then analyzed the case as to what was the problem; when, where, and how the problem existed; who made decisions about resource use; who was affected; and which resources were involved. An analysis was made of winners and losers, and preliminary plans for solving the problem were proposed. The plans demonstrated a good grasp of the Environmental Assessment and Planning Framework and the related key questions of who, what, where, when, and how. The use of gender analysis was stronger in the identification of winners and losers, weaker with respect to planning the solution. In many cases, the district officers lacked good data. The district plans will provide a basis for a follow-up workshop on how participants were able to use these tools on their home ground.

## **RECOMMENDATIONS FOR FUTURE ACTIONS**

As a final activity, each district group, the three women DEOs, and the Namibian and Kenyan participants developed action plans for next year to which they could commit themselves and offered recommendations to NEMA and USAID/Kampala. The action plans include most frequently two commitments:

- Advocacy with their district colleagues and with communities at lower levels; and
- Gender and environment assessments at district level and below.

The recommendations to NEMA and USAID called for additional technical and resource support to do training and gender and environment assessments at the local level. Annex 7 contains the district plans, and Annex 8 the recommendations.

## CHAPTER THREE LESSONS LEARNED

### SUMMARY OF WORKSHOP LESSONS

The statements in italics are quotes from participants' evaluations in answer to the question: "What do you think you can do in your work with the information/skills you have received?"

- Gender sensitivity and a favorable policy are necessary but not sufficient for ensuring the integration of gender issues into environmental planning. Knowledge on how to collect and integrate gender-sensitive data is also important. *"I can now make an environment plan where gender is integrated."* *"Improve on my program planning. Be able to incorporate gender into any project I would work with."*
- Women as well as men have an important role in maintaining, improving, and monitoring natural resource uses. In Uganda, women's participation in environmental planning and management will be facilitated by the requirement that one-third of the members of every local council are women.
- In environmental assessment and planning, gender analysis is a useful tool for identifying stakeholders and understanding the resources and interests of each group. *"I will be able to target the right group of community and solve right problems, [and this] will enable me to build a good relationship with the community."*
- Gender analysis and gender-sensitive participation provide planners and the community with the information necessary to predict who will be involved or whose cooperation will be needed in any change in resource use. *"Collect relevant and basic information with communities in the process of formulation of programs."* *"Since we have the Environment District Committee in place, the information received will strengthen the committees at all levels."* *"I think I should have them [Environmental Assessment and Planning Framework and gender participatory rural appraisal skills] practiced in the district for the benefit of the people there."*
- Gender analysis will help to identify the different or similar impacts (benefits or losses) on women, men, and children of both current and proposed natural resource use. The Gender Analysis Matrix is one method for doing this on a community basis. *"Update existing baseline data; plan more effectively; consider impacts of actions more holistically."*
- Including women as well as men in project planning, implementation, monitoring, and reporting will optimize equity and result in a broader commitment to environmental objectives. Traditionally, women often do not have a voice in the public domain and therefore their interests may get excluded in community decisions. *"Bringing all stakeholders fully into environmental planning and implementation of environmental*

*programs. An attempt might also be made on influencing equitable sharing of benefits from such programs.”*

- Like planning and gender analysis, advocacy requires analytic steps to identify key decision makers and to prepare suitable messages. “*Sensitize decision makers in how to integrate gender in natural resource management,*” “*Popularize gender and environment planning in the district, i.e. line departments, NGOs, etc.*”

## WORKSHOP EVALUATION

Participants were asked to answer the question, Which of these skills do you think you have gained from this workshop? and mark from 1 (none) to 5 (very well) in answer to these questions. Twenty-nine of the 33 participants completed their evaluations, and their mean score on each question is given below.

- Using gender analysis in environmental planning and assessment, 4.28.
- Using advocacy for gender and environmental planning issues, 4.38.
- Using gender sensitive participatory methods for collecting information necessary for gender and environmental planning, 4.07.
- How much did the workshop change your perspective of environmental planning, 4.66.
- How practical was the information that was presented, 4.31.

## ANNEX 1 UGANDA ENVIRONMENTAL CASES

BY MAY SENGENDO

The focus of the case studies is to show that knowing who does what and using that information lead to better planning and prediction with respect to the effects of current and future environmental conditions on different household members.

### **Mbarara: Water Harvesting in Kyampitsi Village (summarized from *NatureWatch*)**

Communities in Mbarara District deal with water scarcity by building community reservoirs known as “valley dams.” In Kyampitsi village, the valley dam has been running out during the dry season, forcing women and children to walk as far as 15 kilometers to collect water from the Rwizi village or villagers to pay up Ush 200 per jerry can. As a result of this crisis, there was a shift in who does what. Men and older children have taken up the task of distant water collection while work continues on making Kyampitsi Valley dam effective in the dry season.

### **Mbale: Who Builds the Kitchen? Who Cooks? (summarized from *NatureWatch*)**

In 1992, the Mt. Elgon Conservation and Development Project promoted an improved multi-pot stove to encourage villagers to use less fuelwood. This is a typical approach in fuelwood conservation projects. By 1994, however, women had largely abandoned the stoves. Subsequently, the project trained its staff in gender analysis. A re-examination of the stove issue indicated factors overlooked by the original effort. Rural men, who often held the cash, were not interested in cook stoves because they did not cook. Women were used to shifting easily to different cooking sites. However, it was the men’s role to build new kitchen structures. This understanding has convinced project members that subsequent projects to introduce cook stoves should address both women and men.

### **Kabale: Whose Trees?**

Kabale is typical of Uganda’s rural districts. In the rural areas, land fragmentation and soil degradation from overuse by a growing population, coupled with a hilly terrain, are prevailing problems. In a community participatory rural appraisal, participants proposed building new bunds to separate holdings and hold water, to replace old bunds that were built haphazardly. Although the original bunds were built by men, the proposal is that these new bunds will be built by women because they are now the principal farmers. Certain species of

multipurpose trees, coliantra and leucena, have been suggested for planting on the bunds, but there has been no review of these and other possible species with the men and women farmers, who may have different preferences from each other and from what is available.

### **Jinja: Negotiated Use of Wetlands**

Although Jinja was not one of NEMA's pilot districts, it has been progressive in explicitly considering gender roles and interests in its planning. In association with the Swiss National Science Foundation, the Ugandan Fisheries Institute went into partnership with the Jinja Urban Authorities. Recognizing that women were predominant users of the wetlands, they made plans to work with women's groups to improve their productivity and income while preserving the wetlands. Action included forming women's groups in three swamp areas, enhancing the value of wetland resources by enhancing the value of women's income-generating activities (through provision of market spaces and credit), developing alternatives to wetland resources that were not sustainable with women's groups, and facilitating the allocation of long-term user rights on wetlands to encourage women's long-term investment in conservation.

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## ANNEX 3 ENVIRONMENTAL ASSESSMENT AND PLANNING FRAMEWORK

BY DAVID GAMBILL

The Environmental Assessment and Planning Framework we presented follows the same logic as the guidelines NEMA uses to develop environmental plans, with more detail about what to do at each step (see Table 1). At each stage, the planner asks who, what, where, when, and how the resource is used, how it is affected by use, and what is the impact on users. These questions also apply to making of decisions about resource use. The questions will help ensure that all the important information, perspectives, and options are considered in planning and in making the most-informed decisions. The specific questions change for each stage. But all the relevant questions to consider in planning can be captured by these groups of questions.

Plans are most likely to lead to sustainable resource use when they consider the impacts and affected parties over the broadest area and issues possible. Frame the who, what, where, when, and how questions to capture effects from upstream uses and on downstream users. Define “users” in the broadest terms to ensure the plans reflect all the users who affect a resource and will be affected by planning decisions. This will enable planners to minimize conflicts and resistance to plans. The framework was presented to the workshop as follows:

1. Initiate the assessment and planning with a **scoping study**.

Informally gather information about the physical and social environment and begin to identify and talk with various stakeholder groups to:

- Establish a common understanding in the community about the process to be followed;
- Identify who uses resources and how, and who is affected by resource use;
- Identify major resource use patterns and associated impacts;
- Solicit community's perspectives of major resource uses and impacts; and
- Establish an expectation of how the community, regulators, and decision makers will provide input to the assessment.

The scoping study provides the basic information needed to plan the next stages in the assessment of how resources are used and to begin considering plans for how to use the resources sustainably. The scoping study generally overlaps with the next phase, the baseline survey, and the two are often treated together.

2. Collect **baseline data** to describe:

- The biophysical condition of the resources;
- The social conditions—who uses the resources and how;
- Who decides who can use resources and how they can be used; and
- Relevant institutional regulations and regulatory/monitoring responsibilities.

Subsequent analysis is only as good as the baseline data. The Gender Analysis Framework helps to identify men's, women's, and children's respective roles and helps identify how resources are used. Men and women use resources differently, are affected differently by resource use, and participate differently in deciding how to use resources. Thus, it is critical to understand these gender differences to fully describe the condition of the environment and how communities are using their environment. The baseline data include information on constraints that communities and people face in how they use resources.

3. Identify and quantify or describe as completely as possible **the biophysical effects** of each current or proposed resource use and the **associated consequences** to the environment and people.

This is the most unambiguous way to explicitly identify costs and benefits associated with different uses. Only by understanding the tradeoffs can we choose to use resources in the most beneficial and sustainable ways. Gender issues are critical in understanding these tradeoffs because men and women receive different benefits and bear different costs from using resources.

In analyzing the effects of resource use, consider:

- What is the impact/effect of the current or proposed resource use;
- Who is affected;
- Where (over what area) are people or other resources that are likely to be affected;
- When (over what time period) will they be affected;
- How does the impact affect them; and
- What is the chance the impact will occur.

Data gathered with the Gender Analysis Framework is key to understanding who is affected and how.

4. **Compare all the benefits with all the costs** to decide whether a current activity needs to be changed or whether a proposed activity is worth pursuing.

Consider the social, environmental, and financial benefits and costs to understand fully the tradeoffs that each current or proposed use of resources requires. If the benefit or cost of an environmental or social impact is not considered, the implication is that the impact has a value of zero, which is rarely the case. Identify who will win and who will lose from each activity. Men and women experience different benefits and costs from resource uses; data gathered with the Gender Analysis Framework will be needed to identify these differences. Knowing who the winners and the losers are is critical in preventing or overcoming possible resistance to finding new, more sustainable ways to use resources and in designing an appropriate advocacy program.

5. **Consider options** of how to address impacts and activities that have costs greater than their benefits.

State the problem or objective separately from the actions being considered to solve the problem. For example, “build water wells to provide clean water” may be the proposed action being considered. This action (build wells) implies a problem (a need for clean water). By stating just the problem first (“there is not enough clean water”), other solutions may arise that more directly affect the cause of the problem (perhaps deforestation has caused the reservoir to fill with silt, pollution has contaminated wells and the river, or the demand for water exceeds what is available). As much as possible, seek solutions and alternatives that directly affect the problem.

An activity for which we lose (incur costs) more than we gain (receive benefits) is not sustainable. There are five options to deal with these activities:

- Proceed—do nothing to change the activity and incur the associated loss;
- Compensate—proceed with the action, incur the cost, and compensate the losers;
- Mitigate—take steps to lower the effects of the impact, or decrease the impact itself;
- Change—modify the current or proposed activity to achieve the same goal but at a lower net cost; and
- Stop—if the costs are too high, the best choice may be to stop the activity or not do the proposed activity.

We can avoid unacceptable costs and unsustainable uses of resources only by explicitly choosing from these options. If we do not make the choice explicit, we risk incurring losses that are intolerable. To ensure that proposed resource uses are sustainable for all of society, planners and communities will consider costs and benefits to marginalized stakeholders, as well as to more vocal and visible stakeholders. Information gathered with the Gender

Analysis Framework will help indicate how to include different groups, including women, in this decision-making process.

6. **Consider the constraints** to and feasibility of implementing each option when planning how to lower the cost and impact of current and proposed uses of resources.

Constraints can be:

- Institutional (for example, inappropriate or insufficient regulations or resources);
- Financial (for example, inadequate funding; planners incorrectly assume that the cost of women's time is zero, and that they will contribute free time to environmental programs);
- Technical (for example, insufficient or inappropriate technical knowledge or resources; men and women may have access to different information and to different equipment or other resources; men and women may have different skills);
- Social (for example, women may not have incentives to implement conservation measures if they have no property rights; corruption prevents participation or undermines potential gains); and
- Informational (for example, people may be unaware of the value of environmental assessment in planning; women may not know their rights).

Information on many of these constraints and the associated gender issues can be collected in the baseline survey, or during a participatory rural appraisal. Men and women face different constraints that will affect how they can participate in implementing the action plan, such as different time commitments and access to information. Constraints should be considered throughout the analysis. They are highlighted here to emphasize that planners must explicitly consider the constraints they face in implementing mitigation measures.

7. Prepare and implement an **action plan** that indicates:

- Who will change how they use resources;
- Who will implement chosen mitigation measures to lower impacts of resource use, and what are specific actions they will take to do so; and
- Who will do what to implement the monitoring plan.

The action plan must realistically consider the constraints identified earlier that people and institutions face. Information gathered with the help of the Gender Analysis Framework and in gender-sensitive community/stakeholder discussions will be key to designing a successful action plan.

8. Design a **monitoring plan** to measure what really happens.

After choosing how to solve an environmental problem, design and implement a plan to monitor the biophysical and social impacts of the desired activities. The Gender Analysis Framework provides a template to use in monitoring the different impacts on men and women that may occur. Be sure the environmental plans are designed to consider and adjust to monitoring information that may show impacts are different or larger than expected.

**9. Environmental economics**

At the request of half the participants, David Gambill provided an informal lecture on environmental economics and sustainable development on the last night of the workshop. Elements of environmental economics covered were:

- How to estimate an economic value of environmental impacts, and the limitations of valuation;
- How to use reverse analysis to rigorously compare non-quantified environmental and social impacts with quantified financial and environmental costs and benefits; and
- The Hartwick rule, the economic theory that determines what portion of the profit derived from natural resources societies must invest to be economically sustainable.

## ANNEX 4 GENDER ANALYSIS WORKSHEETS

BY HILARY SIMS FELDSTEIN

### WORKSHEET 1: ACTIVITIES

#### Activities Profile<sup>1</sup>

ACTIVITY	LOCATION	GENDER	TIME
<b>PRODUCTIVE ACTIVITIES</b>			
<b>REPRODUCTIVE ACTIVITIES</b>			
<b>COMMUNITY SUPPORT ACTIVITIES</b>			

M—exclusively male  
M/f—predominantly male  
M/F—equally male/female  
F/m—predominantly female  
F—exclusively female

B or b—boy  
G or g—girls  
ME—male elder  
FE—female elder

<sup>1</sup> Adapted from Vicki L. Wilde and Arja Vainio-Mattila, 1995. *Management Framework and Training Notes. Gender Analysis and Forestry*. Forests, Trees, and People Programme. Rome: FAO

## Activities Examples<sup>2</sup>

“Activities” (who does what) refers to the labor of individuals in producing goods and services for income and/or subsistence, for maintaining the household and household members, and for supporting the community. The worksheet provides the user with a mapping of the pattern of distribution of activities, not precise descriptions. It helps the user know with whom to work on any particular problem or enterprise or portion of the landscape. Later investigations during environmental assessment and planning may require gathering more information on some subset of activities.

- At a village level, the pattern of activities between men, women, children, and any other important subgroup is likely to be relatively homogeneous. What is described in this worksheet will fit the pattern of most of the people living in the area.
- When the geographic area described is more complex—for instance, an urban setting or a district that covers several localities—indicating *who does what* may require more specificity such as getting percentages of *who does what*: for example, percentage of men and women in small food businesses, percentage of men and women doing street cleaning, percentage of men and women in marketing, etc. Or it may need to be distinguished geographically or ethnically—for example, in this part of the district, women work on small home gardens and men do all the field cultivation; in another part, men may have town jobs, and women are responsible for most of the field cultivation.

### *Productive Activities*

*Agriculture*: specific crops or animal enterprises for subsistence or for cash

*Income-generating activities*: own enterprises: businesses—micro, small, marketing

*Employment*: for example, full time, part time, extended periods, casual laborer; private or government

Other Productive Activities include the following:

### *Reproductive Activities (Household)*

Food preparation, child bearing and rearing, fuel collection, water collection, building maintenance, fence building, washing, mending, health care, leisure, gatherings.

### *Community Support Activities*

Volunteer labor, meetings, helping others.

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<sup>2</sup> From Hilary Sims Feldstein and Susan V. Poats, 1989. *Working Together: Gender Analysis in Agriculture, Volume 1*. Hartford, Ct: Kumarian Press. New points incorporated based on Skutsch: Margaret M. Skutsch, 1997. “Gender in Energy Training Pack.” Occasional Paper No. 9, Technology and Development Group, University of Twente, Netherlands.

### *Location*

Where does the activity take place? How much mobility or lack of mobility is associated with this activity? Is there risk associated with the activity (for example, collecting fuelwood from a banned area)?

### *Time*

Is the activity daily? Weekly? Seasonal? How much time per day or per week does it take? Is it done in the dry season or wet season? Is it done in conjunction with other activities such as minding children and weeding the field?

## **Questions Related to Stages of Environment Assessment and Planning**

1. *Scoping:* Who should be included? Whose activities will be affected in carrying out the project and by its impacts? Where and when should meetings be held to attract different stakeholders?
2. *Collecting baseline data:* Who should collect the data? Who should help inform what data should be collected? Who has knowledge about certain aspects of the environment and how it is used?
3. *Identifying, describing, and quantifying impacts:* What activities are affected? Who does those activities, and how will they be affected? What are the causes of the impacts? Whose activities are part of the cause?
4. *Estimating benefits and cost. Is the project worth it?* Whose activities are benefited—for instance, are made more productive? Whose time or labor is required to implement and maintain the project? How is it matched by incentives? Who is involved in deciding the weight of different costs and benefits?
5. *Considering other ways of solving the problem:* What is the problem being solved? Whose problem is being solved? Will the alternatives solve the problem of the same intended beneficiaries? Who is informed about and included in the analysis and discussion of alternatives? Whose time and labor are involved in tasks associated with mitigation?
6. *Measuring what really happens (monitoring plan):* What should be measured? Whose enterprises, labor, health, etc. should be monitored? Who should do the monitoring? How does that fit with their other activities? Who should be informed of monitoring results? When and where should such meetings take place?
7. *Making sure it happens (reviewing the constraints):* What institutional constraints make project implementation difficult? What about the availability of whose labor? What steps can be taken to reduce or remove those constraints?
8. *Action plan:* Who should be responsible for different aspects of project implementation? Does the timing and place fit their circumstances?

## WORKSHEET 2: RESOURCES AND BENEFITS

### Resources and Benefits Profile<sup>3</sup>

RESOURCES	ACCESS BY GENDER	CONTROL	BENEFITS
	Who may use it?	<i>Who makes decisions about its use?</i>	<i>What is the benefit? Who gets the benefit?</i>

M—exclusively male  
 M/f—predominantly male  
 M/F—equally male/female  
 F/m—predominantly female  
 F—exclusively female  
 B or b—boys  
 G or g—girls  
 ME—male elder  
 FE—female elder

<sup>3</sup> Adapted from Vicki L. Wilde and Arja Vainio-Mattila, 1995. *Management Framework and Training Notes. Gender Analysis and Forestry*. Forests, Trees, and People Programme. Rome: FAO.

## Resources and Benefits Examples

### *Resources*

What is the resource? What are the environmental resources? Land? Animals? Equipment? Water point? Field? Forest? Game park? Hillside? Stream? When is it used? What is it used for? Is the resource knowledge? Technology? Capital or credit? How is the resource managed? (See also Activities.) When is it used?

### *Access By Gender*

Who has access to the resource? Who uses the resource? Who can use the resource? Are there conditions associated with using the resource? For example, must a payment be made? Is when it is used affected by conditions of access? Is how it is used affected?

### *Control*

Who makes decisions about whether the resource is used, and by Whom? Or its sale? Who decides how it is used? Control may be exercised within the household or may be held by institutions or individuals outside the household—for example, landlords, government, private businesses, community common holdings, etc.

*Benefits:* What are the benefits from a resource—such as water for washing, gathered products for crafts or medicines? Paycheck from wage labor? Income from sales? What are the benefits from an enterprise associated with the resource—for example, agricultural products? Processed goods? When will the benefits be realized? Who benefits

## Questions Related to Stages of Environment Assessment and Planning

1. *Scoping:* What resources will be used by the project? Whose resources are they? Which and whose resources will be impacted by the project? Who will benefit from the project? Whose resources will be negatively affected by the project? Who should be consulted with respect to any plan affecting that resource?
2. *Collecting baseline data:* Where are the resources? What is their current condition? What are the management and ownership patterns associated with the resource? Who is likely to know most about the current use and condition of the resource? What measurements can be taken of the resource itself? What measurements could/should be taken of its use and effects? What are the anticipated benefits? Who will benefit? What should be measured? Who should do the measuring? Who should be involved or interviewed?
3. *Identifying, describing, and quantifying impacts:* After an impact is identified, who and what will be affected? How widespread is the impact? Whose resources are affected? Is the resource a cause for other impacts? Or will it be affected by the impact? What is the

time frame for any impacts? Are they negative or positive? Who will benefit? How will they benefit?

4. *Estimating benefits and costs. Is it worth it?* What are the benefits? Who benefits from improved resources, by better management of resources? What are the costs of the project in terms of resources used (time, labor, land)? What are the costs of negative impacts on a resource? Who bears the costs in terms of losing property, being made ill by runoff, by salinization or erosion of the land, by the loss of fish in the lake?
5. *Considering other ways of solving the problem:* What is the problem being solved? Does it affect particular resources either physical or human? Whose problem is being solved? Will the alternatives solve the problem of the original intended beneficiaries?
6. *Measuring what really happens (monitoring plan):* What resources should be measured? Over what period of time? By whom? What external effects of the resource should be measured? Who is affected by the condition of that resource? Who should be involved in planning and implementing the monitoring? Who should be involved in the reporting back of monitoring results?
7. *Making sure it works (reviewing the constraints):* What institutional constraints make project implementation difficult? For example, what about land and tree tenure? Does control in the hands of men reduce incentives for work by women? Who controls them? What will change the norm or law?
8. *Action plan:* What resources will be used or affected? What permission has to be obtained? How will owners or users be involved? Who is responsible? What arrangements will be made to ensure that the plan is implemented appropriately?

### WORKSHEET 3: CONTEXT

#### Context Profile:<sup>4</sup> Institutional Constraints and Supports

Identify constraints and supports to sustainable livelihoods and environment, and identify constraints and supports to implementing specific environmental projects

<b>Constraints to a sustainable environment and livelihood system</b>	<b>Supports to a sustainable environment and livelihood system</b>	<b>Who is involved or affected?</b>
<b>Constraints to implementation of an environment project</b>	<b>Supports to implementation of an environment project</b>	

<sup>4</sup> Adapted from Vicki L. Wilde and Arja Vainio-Mattila, 1995. *Management Framework and Training Notes. Gender Analysis and Forestry*. Forests, Trees, and People Programme. Rome: FAO.

## Institutional Constraints and Supports Examples

What are the constraints or obstacles to sustaining or improving the environment? What are the constraints or obstacles to implementing an environmental plan? Or to implementing the mitigation actions required after an environmental assessment? These may be of several types: environmental, institutional or policy, economic, etc. See examples below. Consider what actions might be taken to reduce these constraints.

What are the supports (context) favoring the environment and its sustainability and improvement? Or to implementing an environmental plan or mitigating actions required after an environmental assessment? Who might be allies? Consider what actions might be taken to bring these supports to assist the implementation of the plan or mitigating actions? The answers may *not* be gender specific, but the question should be asked.

NOTE: Some elements might be constraints or supports depending on the issue—for example, the length of the rainy season. If the season is short and unpredictable, it is probably a constraint. If it is of adequate length and regular, it may be a support.

### *Examples of Constraints and Supports*

*Environmental:* soil degradation, erosion, deforestation, condition of water supplies and sanitation, and length of rainy season.

*Economic:* poverty levels and income distribution.

*Institutional:* the strength or weakness of *government organizations* such as extension services, research institutions; the presence of *community organizations* such as farmers organizations, church groups, women's groups, and NGOs and who is in them; *rules and regulations* governing resources such as land and tree tenure; and *infrastructure* such as roads, schools, health clinics, credit institutions.

*Demographic:* population growth and migration patterns.

*Social:* community norms, cultural and religious beliefs and pattern of gender roles.

*Political:* presence or absence of government policies and priorities that support or limit certain actions or control of resources; government practices, local power structures such as local and district councils and committees.

## **ANNEX 5 ADVOCACY PLANNING**

**BY ALGRESIA AKWI**

The fourth day of the workshop concerned advocacy planning. In addition to advocacy, the ideas and the analytic approaches of the first three days were reinforced.

### **Objectives**

The objectives were to help participants:

- Understand concepts such as advocacy and policy;
- Determine issues over which advocacy is necessary;
- Identify targets for advocacy and influencing policy; and
- Discuss the role of coalitions and networks.

### **Definition of Advocacy**

The session began with participants answering on cards the question, What is your understanding of advocacy? and then putting the cards on a wall. Over 35 definitions were generated, and they were grouped and read out by the facilitator. Almost 25 percent of the responses were versions encompassed “negotiating on behalf of the marginalized.” Below is a sample of the definitions presented.

- Advocacy is advancing arguments in fora with powers to act, in favor of under-privileged groups or individuals so that actions may be taken to uplift them or open opportunities to them;
- Ensuring that critical issues affecting society or the environment are clearly understood and are always included on the agenda of policy makers, resource controllers, and policy implementers;
- Making your ideas clear to a target group;
- Lobbying and soliciting support and recognition for any intervention;
- Selling an issue of concern to different stakeholders to achieve results;

- Pushing for an issue you want considered by others; and
- Creating awareness among the community whose members have been ignorant.

## Steps in Advocacy Planning

### Step I: Explaining Why Advocacy Is Necessary and What Is Your Vision and Mission

**Vision:** ideal view; a desired reality.

**Mission:** Purpose of an organization given its vision. A mission translates a vision into practical viable actions.

**Method:** group work

These three questions were discussed in the professional groupings; each group was expected not only to discuss problems and explain why they need advocacy but also to develop a vision and mission statement.

- What is it that you do that makes advocacy necessary?
- What challenges do you face?
- What is your mission, vision, and goal, and where do you get them from?

### Step II: Understanding the Problem

Some questions need to be asked to understand the problem:

- What is the problem?
- Who has the problem or who is affected by the problem?
- Who defines this as a problem?
- Who feels deeply?
- What solutions do those who have the problem suggest?
- What is the magnitude of the problem?

**Through brainstorming and brief lecture**, the participants were guided on methods to use to identify issues and problems for advocacy. Methods such as the participatory rural appraisal and environment impact assessment were revisited. In addition, the facilitator encouraged the participants to assist communities to analyze the problems raised in participatory rural approval or environmental assessments and in identifying root causes to such problems.

#### **Problem analysis: two methods**

Identify causes of the problem, the consequences, and possible solutions.

Take this analysis a level higher to focus on the area or issues for advocacy work by grouping the problems identified into three categories:

- The socioeconomic categories of issues that speak to the needs in a given community. The socioeconomic issues concern survival.
- The second category of issues can be grouped into the political issues that speak to how people or communities are organized. Who makes decisions, about what and who implements, what are the rules, the rewards or benefits, and what are the sanctions.
- The last category may be grouped into the cultural issues that speak to the value system of a given community. This highlights the attitudes and practices of the people.

#### **Another way to deepen the analysis is to use the “but why” method**

**Example:** Why do people in Kabale dump refuse? Keep asking “why” after every answer given. After reaching the root of the problem, seek solutions to every single answer or problem identified.

#### **Step III: Setting Your Objectives**

The objectives must be:

- S:    pecific
- M:    easurable
- A :    chievable
- R :    ealistic
- T :    ime frame

#### **Step IV: Carrying Out A Reality Check**

Having identified the problem and its root causes, the persons or organization or institution planning the advocacy strategy must carry out a reality check of its own capacity to do the work.

**Method:** SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats).

The Nairobi case study describes the successful efforts of Wangari Mathaii, the Greenbelt Movement, and other NGOs in preventing Nairobi City Park being sold for building a large insurance building, thus preserving the park as public property. Participants brainstormed about what was happening in the case study and mentioned what comes to mind when the word advocacy is mentioned. Who is involved, what is involved?

### Step V: Analyzing Stakeholders

- Who are the stake holders—allies, constituents, target groups, etc.?
- Who else may participate in advocacy strategy?
- Who else has an interest in the issue?
- Who may be a beneficiary or potential beneficiary?

### Step VI: Identifying the Opposition

- Who is likely to be a strong opponent?
- Who may be convinced to join the campaign from the opposition?
- Who may be convinced not to actively oppose?

**Method,** group work: Identify stake holders and obstacles to people's participation by using case studies. Using flip charts, draw three circles. In the inside circle, write down the stakeholders that have a direct interest in the subject matter. In the middle circle, write down those that have only a secondary interest. In the outer circle, actually outside the two circles, write down the names of those on whom the advocacy campaign may have an impact even if they may not have interests in the whole issue.

### Step VII: Mapping the Power Structure

- Who has an influence over the issues?
- Who has decision-making powers?
- What kinds of influence and authority do they hold?

Use the same method as above. Who has direct authority or influence, who has only secondary influence or authority and who outside these circles can have impact on the decision makers?

### **Step VIII: Deciding Who You Are Going to Target and Preparing Suitable Messages For Them**

- Is your messages for people in power?
- Is it directed at people in the community?
- Is it for legislators and people who make policies?
- Are you remembering the focus of your campaign that was identified during the problem analysis and integrating this in the message?
- Are you targeting issues around basic needs or survival?
- Are you concerned about more political or organizational issues, or are you targeting people's values, seeking to change their attitudes?

Design an appropriate message. The message must be precise, clear, easy to understand, within context, short.

### **Tools for Advocacy**

- Research—academic inquiry. Have facts, information, etc.
- Build constituencies—stake holders, allies.
- Education/Training—seminars, workshops, etc.
- Lobbying
- Build coalitions

The end of the session was spent in group work. Participants planned an advocacy campaign based on three case studies. Each case study focuses on the areas of need identified in the needs assessment that was carried out before the workshop and also raised in the expectations. The first one address how a DEO might create awareness about an environmental issue in a community. The second one looks at how a DEO might convince a district planning committee to adopt a community's action plan as a priority for work and resource allocation in the district. The third one addresses the policing role of DEOs and looks at how a DEO might enforce the national environment legislation on behalf of a given community. As each group presented its advocacy strategy, the others observed and made comments. Each session was recorded on video. This was the most interesting part of the session and enabled the facilitator to evaluate whether the information provided was understood.

## ANNEX 6 GENDER-SENSITIVE PARTICIPATORY TECHNIQUES

BY MAY SENGENDO

### Application of the Gender Analysis Matrix as a Participatory Tool

This technique was to enable participants to design and practice ways through which they could assist communities in investigating the operation and impacts of projects and programs with regard to gender roles and responsibilities.

The Gender Analysis Matrix<sup>5</sup> is intended for community workers and can be used to enhance community participation. It takes into account various categories of people within the community.

The uses of the Gender Analysis Matrix include the following:

- To assist in designing, planning, monitoring, and evaluating community activities;
- To assess likely impacts of a given intervention (before the project starts);
- To monitor and evaluate effects of the completion of the project activities (undertaken during the implementation of the project activities);
- To provide check points to guide community members to undertake gender responsive activities;
- To analyze gender issues that enhance awareness of such issues within community; and
- To be used primarily in the field and with participation of the eventual beneficiaries. This tool can be used to structure data and get people involved.

The tables on the next page show how the Gender Analysis Matrix was filled out by participants based on a stove-building project in Kabale District.

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<sup>5</sup> A. Rani Parker. 1993. *Another Point of View: Gender Analysis Training Manual for Grassroots Workers*. New York: UNIFEM.

### Gender Analysis Matrix for Physical Construction of Smoke-Free Stoves In Kabale

	<b>Labor</b>	<b>Time</b>	<b>Resources (access and control)</b>	<b>Culture</b>
<b>Women</b>	Collecting sand, clay, grass, and water for stove construction	Increase in time spent on working for the project	Have access to sand, clay, grass, and water but no control of any of these	Observe the indigenous knowledge for source of materials by men and women
<b>Men</b>	Increased participation in physical construction of smoke-free stoves	Only work when materials have been brought on site by women	Have both access and control of construction materials from the ownership of land	Can use indigenous skills of pottery making
<b>Household</b>	Have to make decisions on location of the stove and kitchen availability	Require support from children in fetching water	Access to household resources where available	Likely to apply cultural norms and values as communicated through socialization
<b>Community</b>	Availability of joint labor supply	Ability to mobilize people through local councils	Communal resources can be accessed	Willingness to adopt a new technology

### Gender Analysis Matrix on Impact of Constructing Smoke-Free Stoves

	<b>Labor</b>	<b>Time</b>	<b>Resources (access and control issues)</b>	<b>Culture</b>
<b>Women</b>	Saves fuel: reduced labor for collecting fuel wood	Saves time in cooking and collecting fuel wood	Access to stoves	Change in cooking habits
<b>Men</b>			Make decisions on acquisition of stove and monetary requirements	
<b>Household</b>	Household spending on fuel-wood reduced	Fuel-wood collection time reduced	Household expenditure on fuel-wood purchase reduced	Changes in expenditure behavior on type of fuel used
<b>Community</b>	Reduced on number of trees cut for fuel-wood	Saved on time spent by community mobilization for fuel-wood acquisition	Control tree species with long gestation process	All community embarked on tree planting to restore the lost biomass

## The Venn Diagram as Participatory Technique

This technique helps identify issues of access and control as an indication of gender power relationships within the household and community. An example using a tree planting activity was given, and the participants were asked to focus on the following issues:

- What different institutions are involved in tree planting?
- Who has access to land as a resource for tree planting activities?
- Who has control of the trees planted on the land depending on land ownership and tenure systems?
- Who planted the trees, and who has control for the selling of the poles and utilizing the planted trees for fuel wood?
- How do these institutions relate to each other?
- What are the implications of these relationships on women's access and control of tree planting outputs and gains?

## Resources and Benefits Analysis as A Participatory Technique: Resource Mapping

This technique enables participants to practice ways of gathering information about resource management activities in relation to access, control, and benefits, for women and men. During the training needs assessment, the training team had carried out a participatory exercise in Tororo District, where a resource map was drawn by the communities to reflect what resources they had that could be invested for a better environment within the next five years. Resources included land where the households wanted to plant trees and the periphery land bordering the family plots where women were growing subsistence crops. The women wanted to start practicing agroforestry so they could utilize the scarce land to increase their food security and to sell the fuel wood from colliandra and other species grown with the crops. This resource map was the information the participants used to practice how to gather data for the activities and resources, and to analyze benefits.

## ANNEX 7 DISTRICT ACTION PLANS

### **Arua**

#### *Commitment Plan For Arua District*

1. PROBLEM: Wood fuel shortage
2. APPROACH
  - Relate the input from this workshop to all the concerned parties—District Council, chief administrative officer (CAO), and women organizations
  - Carry out scoping survey
  - With the help of local councils and local environment councils now in place, we shall plan and run trainings in the grassroots targeting mainly women as a focus point (June-August 1998)
  - Carry out more advocacy, highlighting the magnitude of the problem using the tools learned from this workshop such as meetings, participatory rural appraisal tools, physical visits to RDC's office and CAO by women leaders
  - September-November 1998. Fine-tune the results of:
    - The training;
    - The resolutions at meetings; and
    - Feedback from visits to the RDC's and CAO offices, etc. This will form basis for planning for the next six months.

### **Kabale**

#### *Action Plan*

1. Advocacy to key policy makers on (1) support to gender planning and (2) support for funding gender plans. Policy makers include District Local Council, Technical Planning Committee, and subcounty councils.
2. Sensitization of conservation groups about gender issues in participation, for purposes of funding and collaboration. These groups include the African Highlands Initiative, CARE, USAID, and AFRICARE.

## **Kasese**

### *Activities within 6 Months*

1. Sensitization of the District Technical Planning Committee about gender and environment.
2. Participate in the formation of the subcounty planning committees and orient these committees in gender and environment planning.
3. Start on about gender and environment assessment at subcounty level

### *Activities within 6-12 Months*

1. Review the District Plan to assess its gender and environment responsiveness.
2. Advocate for the inclusion of gender and environmental planning in the subcountry budgets.
3. Sensitize the district and subcounty level leadership on gender and environment planning.
4. Start on gender and environment assessment at the subcounty level.

## **Mbale**

1. Meet with the district administrators and technical team to sensitize them about gender and environment planning.
2. Hold three workshops on gender and environment planning strategies for extension staff, community-based organizations and local leaders, i.e., local councils III, II + I.
3. Integrate gender and environment concerns in our work plan.

## Mbarara

Goal: Integrate gender and environment concerns in district planning.

Activity	Location	Resources and personnel	Time	Objectives
1. Baseline Survey	Four counties in district	Hired consultancy and line departments	May & June	To find out the state of environment of the district to update what is already in place
2. Sensitizing and communicating baseline results to the district local councils (leadership), district planning committee	District headquarters	Environment and Gender officer of ACCORD	End of June	To create awareness among the district heads about the need for gender and environmental planning (advocacy)
3. Planning e.g., Programs - Training - Advocacy - Mobilization of men and women - Generation of projects for women	District headquarters	As above	July, August, September 1998	To put in action the results of the baseline survey 1998
4. Implementation, monitoring and evaluation		Depending on the availability of funds	Ongoing from December 1998	

## Tororo

1. Make a joint report to the chief administrative officer.
2. Give copies of the joint report to the District Technical Planning Committee including assistant chief administrative officers.
3. Request for a meeting of the District Technical Planning Committee where we shall facilitate.
4. Lobby at subcounty level (20 subcounties) and in municipalities. Target group: subcounty chief and his technical team, chairman at Local Council III.
5. Integrate gender and environment planning into any participatory rural appraisal training module.
6. Include gender and environment planning tool into the 1998/99 financial year workplan.
7. Lobbying for funds from all sources: NEMA, USAID, and local government.

### **Masaka, Masindi, and Busia (District Environment Officers)**

1. Sensitize and train heads of departments and councilors plus CAOs about importance of integrating environment and gender—for example, when you identify an issue, who is affected, how and what is the impact on each group, and who loses and wins.
2. Form the District Environment Council.
3. Sensitize the country, sub-country, chiefs, LC III chairperson, and councilors from parishes.
4. Sensitization of parishes and village councils.
5. Create awareness on environment and gender issues using the tools of participatory rural appraisal, scoping, and baseline survey.
6. Lobby for more funding from other sources, throughout the year.

### **Kenya (Ministry of Agriculture, TransNzoia District)**

OBJECTIVE: Integrate gender into program planning.

Activity 1. Brief the district agriculture officer on the workshop

- Importance of gender in planning
- Steps and frameworks

Activity 2. Get in touch with environment officer to sell the idea. Give him contacts of other environment officers, especially in Mbale so that they link up.

- Gender training scheduled for May to include environment officer.
- District planning team—specialized training. Incorporate in catchment approach.
- Collaborate with Saiwa Swamp, NP Wetland Conservation, and World Wildlife Fund.

### **Namibia (Integrated Rural Development and Nature Conservation)**

1. Report back to our staff. Give our presentation next week.
2. Quarterly planning and evaluation
  - Think and plan—are we considering gender balance/elements in our conservancy
  - Training and advocacy? If not—plan to do it.
  - Youth program: we need to look at steps learned and how to include gender sensitivity.

3. Equitable distribution planning: training for LIFE (Living in a Finite Environment) and USAID; ask them to include gender element.
4. Update baseline information
5. Next quarter planning (mid July).
  - Evaluate—led by Anna and Lina—are we progressing at all in terms of gender involvement.
6. If not—why? Re-think it; involve the co-director; Replan action plan.
  - Planning
  - Updating baseline information
  - Giving conservancy information
  - Training for equitable distribution
  - Network visits
  - Youth program
  - Staff—afraid of it!

## ANNEX 8 RECOMMENDATIONS TO NEMA AND USAID/KAMPALA

### Arua

1. Follow up this training in the district, either physically or through circulars.
2. The district to make available funds to encourage the women identified in the Arua Action Plan to undertake activities like nursery preparations.

### Kabale

1. Advance gender and environment concerns (gender and environment) in workplan
2. NEMA: Education, training, and awareness  
*Action*
  - (a) Integrate gender during the training programs for target groups
  - (b) Gender considerations in appointing training teams
  - (c) Sensitize the division staff
3. NEMA: District Support Unit  
*Action*
  - (a) Develop gender working guidelines
  - (b) Have a gender balance in the micro-projects
  - (c) Review reports of DEOs to ensure implementation of workshop recommendations
  - (d) Brief top management of NEMA and make them gender responsive.
  - (e) Integrate gender in DEO workplans
4. USAID/Grants Management Unit  
*Action*
  - (a) Integrate gender considerations in proposal guidelines
  - (b) Presentation of workshop highlights to proposal review committee (USAID, GMU)
5. Other
  - (a) Hold follow-on workshop for participants to make sure they are on track
  - (b) Hold a similar workshop for training of trainers for our collaborators
  - (c) Districts and NGOs should be assisted in implementing the workplan that integrates gender with environment

### **Kasese**

1. NEMA and USAID should organize more focused workshops on gender and environment at the district level.
2. NEMA and USAID should provide gender and environment technical support to the district (interim measure)
3. NEMA and USAID should fund capacity building in gender and environmental assessment at district and sub-county level

### **Mbale**

1. Train District Local Council and executive on gender and environment
2. Develop awareness messages about gender and environment in pictorial form.
3. Use mass media in vernacular highlight gender and environment issues.
4. Show videotapes in rural areas.
5. Fund exchange visits for extension staff and community-based organizations.

### **Mbarara**

1. Replicate the training at district level to target more people.
2. Make available funding to the districts to enable them to execute the gender and environment plans.
3. Coordinate USAID and NEMA dollars so the district's gender and environmental activities are enhanced.
4. Lobby for political support both at local and at national levels.

### **Tororo**

1. NEMA/USAID should organize similar workshops for key stakeholders at national level (ministries, agencies, NGOs, etc.)
2. Hold similar workshops at district level.
3. Keep in touch with the training of trainers (provide technical backstopping).

4. Provide literature on environment and gender concerns.
5. Provide more training to training of trainers.
6. Emphasize publicity using all media.

### **Masaka, Masindi, and Busia (District Environment Officers)**

1. Support the formation of district environment councils and local environment councils through funding, facilitators, and guidelines.
2. Support training of the district councils and heads of departments, local communities etc.
3. Provide more information on gender and environment.
4. Network with other organizations.

### **Kenya**

1. Form networks with national environment stakeholders (NES) in Kenya.
2. NEMA to invite NES, and organize a tour for NES to see how NEMA is working at grassroots.
3. USAID—We need gender and environment planning workshops (include Ministry of Agriculture staff).

### **Namibia**

1. Talk to directors of other organizations about learning more on Namibia experience.
  - Agency for Cooperation and Research in Development (ACORD)
  - SISTER (Namibian Women's Organization that publishes a monthly magazine)
  - UNIFEM
2. Encourage Namibia to learn, access—visit Uganda and East Africa. Seek funding for networking communication with Kenya and Uganda participants. Network funding possibly from Ford Foundation, USAID, DFID (Department for International Development, UK)
3. Communicate ⇒ Stay in touch